

Note.—The programmes must be used in conjunction with *Home Education and School Education* (see N.B. 3).

Programme† 120.

L₃

(April to July, 1931.
(September to December, 1931, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLETT.)

FORM III.

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in the book used) must be read and narrated first.

Old Testament History,* by J. M. Hardwich and H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 97-165, with appendices. *The Acts of the Apostles*,* chapters 13-20 inclusive. *The Saviour of the World*,* Vol. II. (P.N.E.U. Office, 3/-), pp. 123-174, with Bible passages from the index.

For reference: Clarendon Bible: The Acts, with introduction and commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6). Peloubet's Bible Dictionary (R.T.S., 10/6), for all names of persons and places. Philip's Handy Scripture Atlas* (1/-). Historical Geography of the Holy Land, by S. R. Macphail (Clark, 1/-). Fact and Faith in the Bible, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). The Accuracy of the Old Testament, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). Helps to the Study of the Bible (Oxford Press, 3/6). Palestine in Picture, by Canon Raven (Heffer, 10/6).

For daily Bible reading and prayers: Daily Readings from the Old Testament, by H. Franklin and L. Montagu (P.N.E.U., 1/6). Lectiones, 1931 (Spottiswoode, 1d.). Prayers and Hymns for use in Schools (Oxford Press, 1/6). Two Minute Bible Readings: For use in Opening Schools (S.C.M., 3/-).

† The 120th term of work set since the Parents' Union School began.

For Sunday reading:

Life and Letters of St. Paul, by Dr. J. Paterson Smyth (Sampson Low, 2/6), pp. 165-246. Christopher Columbus, by Washington Irving (Oxford Press, 1/3). The Last Abbot of Glastonbury, by Rev. A. D. Crake (Mowbray, 3/6).

Sunday Occupations: A Book of Centuries. Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 and 9. Choose and inscribe verses, in beautiful lettering on good paper or vellum.

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems read under Literature should be followed.

Webster's Little Gem Dictionary (Bell, 1/6), may be used.

Pupils are advised to join the R.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A New Junior English Grammar,* by R. B. Morgan (Murray, 2/-), pp. 88-103, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), pp. 56-65.

Beginners work through *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6).

Literature. (See N.B. 1.)

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 191-246. Shakespeare's *Henry VIII.** (Blackie, Plaintext, 6d.). Scott's *The Monastery** (Nelson, 1/3). Scott's *Poems: Marmion** (complete works, Oxford Press, 3/6, or single poem 1/-).

Read poetry daily.

Palgrave's *Golden Treasury** (Macmillan, 3/6).

A Literary and Historical Atlas of Europe, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

A History of England,* by Cyril Robinson, Vol. II., (Methuen, 3/6), pp. 1-62 (1485-1556), [or use Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 266-325 (1485-1547).]

Make summaries of events and dates, and a chart of the 16th Century. Read the daily news and keep a calendar of events.

Take The Home and Class Room section of The Times (Times Office direct 6/- a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part IV. (16th Century), (Batsford, 3/-).

General History.

Hellas the Forerunner,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 1-33. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 44-85.

British Museum Coloured Postcards, Set C 9 (2/6), may be used.

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term (Bible, English, French, General).

Visit British Museum or local museums: use British Museum Guide to Greek and Roman Antiquities (2/-), and British Museum Postcards, see catalogue to be had from the Museum.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 187-210. North's *Plutarch's Lives: Solon** (Blackie, 1/-).

*Who is My Neighbour?** by H. Somerville, M.A. (Harding & More, 2/6), pp. 35-70.

Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography.¹

Local geography out-of-doors. Map questions as in the Ambleside Geography Books to be answered from map before each lesson; then reading and narration; memory sketch maps.

Ambleside Geography Book IV.,* 1928 edition, (Kegan Paul, 4/-), pp. 103-144 (Switzerland and Italy). Geikie's *Geology Primer* (Macmillan, 1/9), pp. 53-106.

For further map practice, *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 358-403. Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (1929 edition, 7/6). Teacher will find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History, Botany and Geology.¹

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 240-298. *The Study of Plant Life*,* by M. C. Stopes (Blackie, 6/-), pp. 53-71, 78-85, and 147-163.

Keep a Nature Note-Book* (P.N.E.U. Office, plain 2/6, interleaved 1/9) (see Home Education), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., insect and plant life in certain neighbourhoods, e.g., hedgerows, woods, heaths, etc. Keep an aquarium.

See Nature Rambles, Vol. II.; Spring to Summer, by Edward Step, F.L.S. (Warne, 2/6). S.N.S.U. Leaflets Nos. 11 and 40 (2½d. each). A Nature Study Guide, by W. S. Furneaux (Longmans, 6/6), may also be used.

General Science.

The Fairyland of Science,* pp. 1-51. *Macmillan 6/-*

The Health Reader,* by W. Hoskyns-Abraham (1924 edition, Cassell, 3/-), pp. 1-38 may be taken instead by those not going on into Form IV.

French.² (See N.B. 4.)

Nouveaux Pas en Français,* by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 67-98, with grammar and exercises. Read and narrate *Histoire d'un Ane*, by P. J. Stahl (Hachette, 1/6), pp. 83-168; parse two pages.

For extra practice, use New French Picture Cards, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 4.)

A Latin Book for Beginners, A Preparation for the Reading of Latin Literature,* by M. C. Gardner, M.A. (Oxford Press, 3/-); Part II., §§ 21-27.

Beginners, use Part I.

German.² (See N.B. 4.)

Primary German Course,* by O. Siepmann (Macmillan, 4/-), lessons 13-15, inclusive, or continue.

Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested.

or, Italian.² (See N.B. 4.)

Italian Lessons and Readings,* by C. U. Clark (Harrap, 4/6), Lessons 7-9, or continue.

The Italian Irregular Verbs (Hachette, 1/-) will be found useful.

¹ Overseas members see special leaflet.

Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Books IV. and V. It is essential to use Teacher's Books also for directions and method. For rapid mental work, use *Arithmetical Dictation*, by Alfred Wisdom.

Fundamental Arithmetic, Pupil's Book V.* (U.L.P., 1/1), pp. 21-39, with Teacher's Book V. (2/3). *Arithmetical Dictation*, Book V. (U.L.P., 1/3), Exs. 262-278. Or, use Books IV.

Important: to be read in leisure time, Number Stories of Long Ago, by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

A Shorter School Geometry,* by Hall and Stevens (Macmillan, 4/6); pp. 71-77, and 96-97, or continue.

The School Set of Mathematical Instruments* (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 56-58 and 95-103.

Beginners use *Exercises in Algebra for Beginners*,* by W. S. Beard (Bell 10d.).

Picture Study and Architecture.

Study, describe, and draw from memory details of, six reproductions* of pictures by Memline (P.N.E.U. Office, 2/- the set).

See the special notes for teachers' use only in the April Parents' Review, also Home Education and School Education.

Painting, etc.

Studies of plants and animals out-of-doors. Original illustrations (e.g., three proverbs) and simple memory drawings.

Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Gias (Batford, 12/-), and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

Music Appreciation.

The work of Chopin in the April Parents' Review.

Music; Piano, etc.

Music and its Story, by R. T. White (Cambridge Press, 5/-).

In addition to usual work, choose and learn a suitable composition by Chopin. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing.

Teachers should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three English songs, and three French songs.

The Clarendon Song Books; Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). The Folk Songs of France, Book I. (Novello, 2/-).

Fifty Steps in Sight-Singing, by Arthur Somervell, steps 33-34 (Curwen & Son, 2/6), with suitable exercises from *The Rapid Sight Reader*, by A. Somervell (Boosey, 3d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 103 and 104. Two hymns. A scene from the Shakespeare play, or, two poems.

Choose from *The Golden Treasury*, or from *Historical Lyrics and Ballads*, Book II. (Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

The Dove in the Eagle's Nest,* by C. M. Yonge (Dent, 2/-). *The Household of Sir Thomas More*,* by Anne Manning (Dent, 2/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 39-68, or, teacher to read from Virgil's *Aeneid*, translated by E. Fairfax Taylor (Dent, 2/-), for one more term.

Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

(a) Drill: Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. For drill music, Music for use in Mrs. Wordsworth's Classes (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: The English Country Dance, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. Scandinavian Dances, Series III. (Ling Association, 11d.).

(c) Games: Cricket; Tennis.

Work: Crafts, etc.

Do some definite house or garden work.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Bookbinding for Beginners, by J. Kay (Cassell, 1/3). (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6).

(b) Clay modelling: make six models.

A Manual of Clay Modelling, by H. Unwin (Longmans, 4/6).

(c) Sewing: make a garment, and do some embroidery.

A Manual of Plain Needlework, by Mrs. E. Griffiths (Oxford Press, 3/6); simple patterns (3d. each or 1/6 the set of eight), together with Practical Needlework for Schoolgirls (Singer Sewing Machine Co.). Embroidery on Various Materials, by E. Mochrie (Dryad, 2/6).

Boys: make models in woodwork.

101 Things for a Boy to Make, by A. C. Horth (Batsford, 5/-), or use Toy Carving for Children (Dryad leaflet, No. 25, 2d.).

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult Drawing, Design and Craftwork, by F. J. Glass (Batsford, 12/-). Valuable suggestions will also be found in Applied Art, by Pedro J. Lemos (Batsford, 28/-), but it is not advisable that stereotyped courses should be followed.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Forms III. and IV. lasts three years (average ages 12, 13 and 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6. *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked *, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 9 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. How does Jeremiah lament over Jerusalem? Quote verses if possible. Give what you can of the Song of the Faithful on their way into exile.
2. Describe (*a*) the letter that Artaxerxes gave to Ezra the priest, and (*b*), Ezra's arrival at Jerusalem and his prayer.
- II. 1. (*a*), "Lo, we turn to the Gentiles." (*b*), "The gods are come down in the likeness of men." (*c*), "Come over to Macedonia and help us." (*d*), "Sirs, what must I do to be saved?" Describe fully the occasions of **two** of these quotations.
2. Give the substance, as far as you can, of St. Paul's address on Mars' hill.
3. What lesson did our Lord teach His disciples in **one** of the following parables? — (*a*), the blind man, (*b*), the mote and the beam, (*c*), the house built on the rock. Give the whole parable.

N.B.—Passages learned under Recitations should not be given.

Writing (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

The Monastery, chapter viii., paragraph 1.

Composition.

1. Write a letter as from one of the following, — (a), Christopher Columbus, (b), Courtauld, (c), Meg Roper.
2. Write, in prose or verse, upon **one** of the following, — (a), Phaëton, (b), an adventure, (c), a day in camp, (d), a visit to Whipsnade, (e), "The flower fairies' dance."

English Grammar.

1. Analyse, parsing the words in italics, —
"In her days *every* man *shall eat* in *safety*, *under* his own vine, *what* he plants; and *sing* the merry songs of peace to *all* his neighbourhood."
2. Give six sentences, using six verbs in (a), the active, (b), the passive voice.
3. How many moods are there? Name them, and give examples of each in sentences.

Literature. (Answer three questions only.)

1. Write a short account of the beginning of the theatre.
2. What do you know of Sir Thomas More and his "Land of Nowhere"?
3. Describe a scene from *Henry VIII.* in which Wolsey and Cromwell appear.
4. Give, as for acting, a scene in which **one** of the following appears, — "Halbert Glendinning," "Father Philip," "Sir Piercie Shafton."

English History.

1. Describe (a), Henry VIII. at the time of his accession, and (b), the steps by which he made himself Head of the English Church. Dates.
2. Write a short account of **two** of the following, — (a), Wolsey, (b), Perkin Warbeck, (c), Cranmer, (d), the Pilgrimage of Grace.
3. What do you know about (a), the Renaissance, or New Learning, or, (b), the Reformation in Germany under Martin Luther? Dates.

General History.

1. What do we know of ancient Crete from the discoveries which have been made at Knossos? Give a date.
2. Write a short account of Asoka the Buddhist.

Citizenship.

1. In what ways may we prepare for our "calling" when we do not know what it will be?
2. (a), "They chose Solon general reformer of the law." Write a short account of Solon as a lawgiver.
or, (b), "Thus had Solon glory, for saving the honour of one king and the life of the other." Give the whole story.
3. Explain in what ways the British Empire is itself a League of Nations.
or, 3. What is the League of Nations? How does it work? Show that war dangers still exist.

Geography.

1. Draw a map of Italy, putting in the boundaries, the principal physical features and towns. Write about the cities of Northern Italy.
2. Describe (a), what you can see on the St. Gothard, or, (b), the Swiss at school and at work.
3. What are igneous rocks? Describe how they are formed, and say where you have seen them.

Natural History.

1. What do you know of the interesting history of the horse? Diagram.
2. Draw and name the different parts of the flower of (a), a buttercup, or, (b), wild rose, and describe their uses.
3. What notes have you written in your Nature Note-book this term about your observations of (a), a particular hedgerow, wood or heath, or, (b), your aquarium?

General Science.

1. What is colour? Describe an experiment you have made to show that sunlight is made up of all the colours.
or, 1. Of what five kinds of substance does our food consist? Describe the process of digestion in the mouth.

French.

1. Write a short letter in French asking a friend to stay with you for a week in the summer holidays, describing some of the things you hope to do together.
2. Parse fully the pronouns and adjectives on page 88, *Nouveaux Pas*, "Chacun . . . notre concert."
3. Use in sentences the third person singular of the following tenses: *introduire* (imperfect), *suivre* (present), *apercevoir* (perfect), *valoir* (future), *choisir* (conditional).

Latin.

1. (a) Form adverbs from: *bonus, altus, tener, magnus, impius*. (b) Write the Comparative and Superlative of the adverbs so formed.
2. (a), Translate: (1) The horns of the wild beasts are long. (2) With a swift movement the lions made a great leap into the river. (b), Write English words beginning with the prefixes *pro, ex, or e, re, ob, ad*, and give the derivation of the rest of the word.
3. (a), From *A Latin Book for Beginners*, Part II., § 24, translate lines 12-19 (*Hoc . . . narrare*). (b) Read the Latin of (a) again, then write a narration in Latin.

German.

1. Make six sentences in German about the picture on page 54 (Siepmann).
2. Translate into German sentences 1-6, Exercise IV., page 181.
3. Work Exercise IV., page 180.

Italian.

1. Work (a), the Exercise on page 38, sentences 1-5, and (b), Exercise page 39, sentences 6-12.
2. Translate into Italian, Exercise C, page 44.
3. Work Exercise page 47, sentences 1-8.

Arithmetic.

1. Find in francs the cost of $67\frac{3}{4}$ metres of cloth at 5 f. 40 c. per metre.
2. Find in 2 ways the cost of 2916 things at £1 2s. 6d. each.
3. If I can travel 100 miles for 10s. 5d. how far shall I be able to go for 3s. $1\frac{1}{2}$ d.?

Geometry.

1. If one side of a triangle is greater than another, then the greater side has the greater angle opposite to it.
2. Show how to bisect a given angle.
3. ABC is an equilateral triangle and P is any point on BC. Show that AP is greater than BP.

Algebra.

1. Simplify:
 $(3x+4y)(3x-4y)-(2x+3y)(2x+3y)-(2x-3y)(2x-3y)$
2. Two men, A and B, start from one place. A goes East and travels 4 miles an hour, B goes North and travels 3 miles an hour. Find graphically how far apart they are at the end of 9 hours; supposing them to travel without stopping.
3. Draw on one diagram the graphs of $y=3x-6$ and $2y=x+3$, and find by measurement the co-ordinates of the point where they meet.

Picture Study.

Describe the telling of two of the detailed stories by Memline in "The Light of the World."

Painting. (All work should be done with brush and in colour.)

1. Illustrate a scene from a play or a story you have read in this term's work, and give it a title.
2. A field study with animals.

Music Appreciation.

What compositions by Chopin have you most enjoyed? Describe one of them.

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music

Report progress.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, in full, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.